Early Learning Partnerships

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Objectives...

This presentation will explore the development and implementation of an inclusive preschool model between Lincoln County School District's Early Learning Programs, Homeless Education and Literacy Project, and LBL ESD's Early Childhood Special Education.

- Share our experience developing inclusive partnerships
- Explore potential resource options and opportunities for collaboration
- Review current research and data pertaining to inclusive preschool practices
- Investigate potential models to determine what will best fit your community's needs
- Leave with a framework of how this could look in your area

Our previous models...

ECSE program:
- ECSE classrooms
- Parent/child play groups
- Home visits
- Community consultation/services

Lincoln County School District Preschools:
- Career Technical Education lab classrooms in secondary schools
- Parent/child play groups
- Teen Parent Program

Homeless Education and Literacy Program (HELP):
- Four HELP centers in each area of the county
- After school program for high school students
- Resource referral and "Read and Feeds" for families

Where we are today...

Where to begin...

- Who else needs to be involved/offer support? Who shares your vision?
- Who are your current partners?
  - Think outside your own agency/program
- Do you have current relationships you can build on?
  - Which relationships will you need to build?
- Who has the same vision and can help see it through?

What do you already have in place...

- Do you offer child development courses to your high school students?
    - Do you already have child development labs?
- What is the early learning landscape in your area?
    - Are there options for preschools in your area for you to partner with or is there a need for preschool programs?
    - Who do you currently have working relationships with? How collaborative are those relationships?
- Do you have someone who has early childhood expertise in your district?
    - Do they have the capacity to add early learning work into their current role? Is there a need for additional FTE?

Where to begin?

Where to begin...

- Who else needs to be involved/offer support. Who shares your vision?
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What was our need...

- Data
- Demographics
- Gaps in service
- Underserved populations
- Waitlists
- Equity
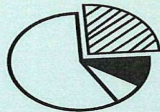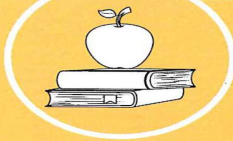
Lincoln County, Oregon

CHILDREN

5,873
Children under age 13 living in the county [1]

- 1,510 children 0-2 years old [1]
- 1,007 of children 3-4 years old [1]
- 3,356 of children 5-12 years old [1]

Over **1/3** of children are Hispanic or Non-white [2]

Nearly **2/3** of children under age six have both parents employed or a single parent employed [3]

CHILD CARE & EDUCATION

950
Slots in centers and family child care homes for children [4]

- 803 slots in Child Care Centers [4]
- 147 slots in Family Child Care Homes [4]

31% of 3-4 year olds are enrolled in preschool [5]

16% of children under age 13 have access to visible child care [4]

AFFORDABILITY

$7,380
Median annual price of toddler care in a child care center [7]

$7,680
Median annual price of public university tuition in Oregon [6]

The price of child care is just under the tuition at Oregon's public universities

34% of a minimum wage worker's annual earnings would be needed to pay the price of child care for a toddler [7]
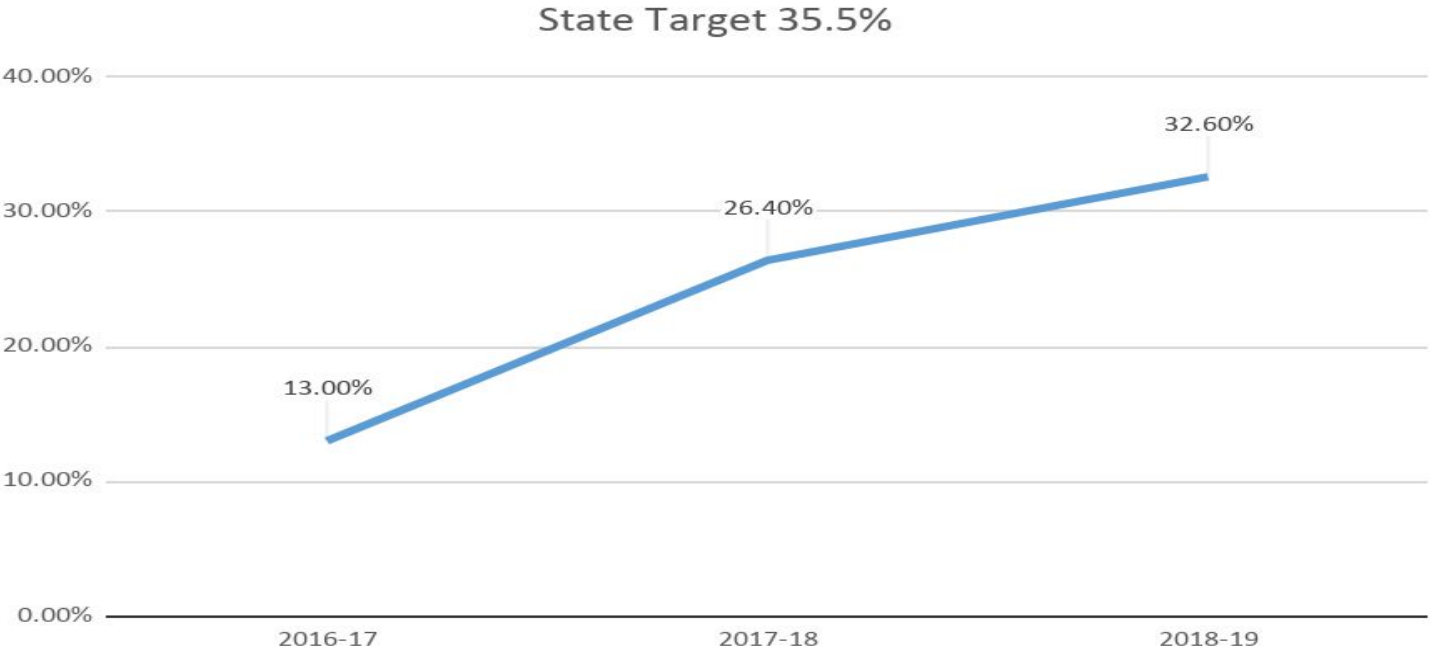
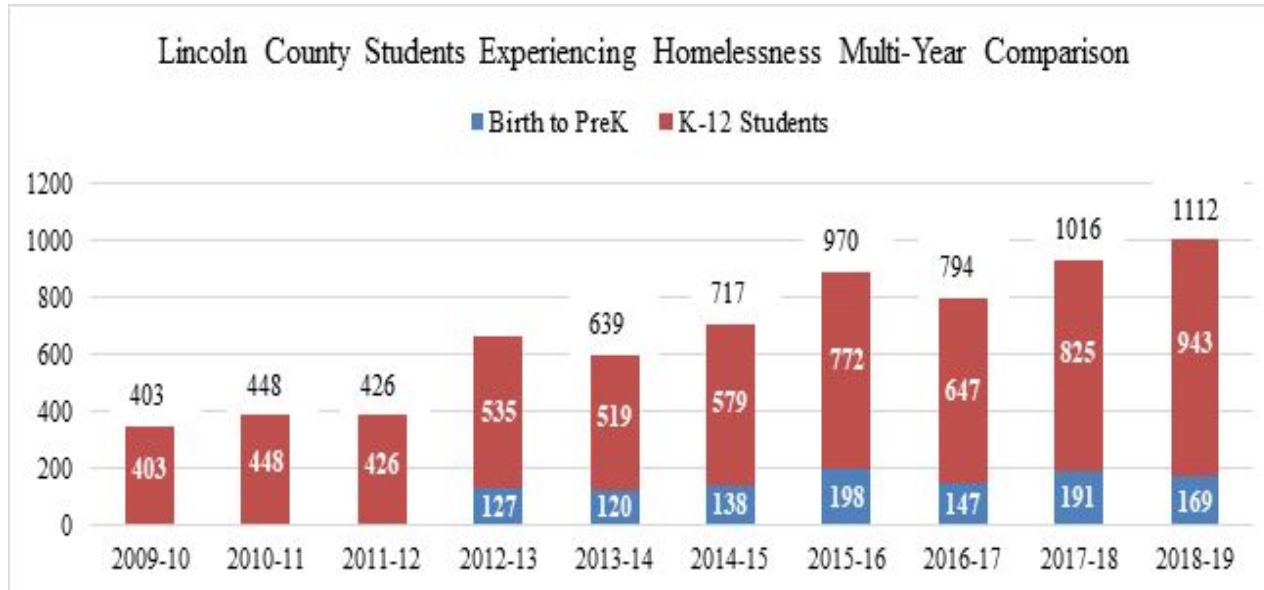Annual median teacher wages range (median low - median high) [8]

$23,046 - $37,898

Percentage of children with a disability served in an inclusive setting...

State Target 35.5%

- 2016-17: 13.00%
- 2017-18: 26.40%
- 2018-19: 32.60%

Homeless data...

Lincoln County Students Experiencing Homelessness Multi-Year Comparison

■ Birth to PreK ■ K-12 Students

Year	Birth to PreK	K-12 Students	Total
2009-10		403	403
2010-11		448	448
2011-12		426	426
2012-13	127	535	
2013-14	120	519	639
2014-15	138	579	717
2015-16	198	772	970
2016-17	147	647	794
2017-18	191	825	1016
2018-19	169	943	1112

Lincoln County has the highest per capita rate of homelessness among children out of all counties in the state (Children First for Oregon, Status of Oregon's Children 2018). During 2018-19, in grades K-12 there were 943 homeless students or 17% of Lincoln County's student population

Overall, 1112 children were identified, 169 homeless children from birth to five years old

What does the research say...

Early Education Matters

At-risk children who don't receive a high-quality early childhood education are:

25%	40%	50%	60%	70%
more likely to drop out of school	more likely to become a teen parent	more likely to be placed in special education	more likely to never attend college	more likely to be arrested for a violent crime

Ounce of Prevention Fund

@KCCTF   Kansas Children's Cabinet and Trust Fund, 2014

What does the research say...

$1 INVESTED IN EARLY CHILDHOOD YIELDS A $16 RETURN

INCREASED
- High School Graduation
- College Matriculation
- Economic Development & Personal Income

DECREASED
- Special Education/Remediation
- Dependence on Social Welfare
- Crime-related Costs & Incarceration Rates

Other Resources:

- First Five Years Fund- https://www.ffyf.org/
- NAEYC- https://www.naeyc.org/
- Children's Institute- https://childinst.org/
- Local Early Learning Hub

Benefits for preschoolers- Inclusion Model...

ECSE Children	Typical Peers
- Demonstrate higher scores on assessments of language development than children in segregated settings (Strain & Hoyson, 2000). - Communication disordered children had comparable language skills to children without disabilities following one year of preschool (Justice et al., 2014). - By age 10, students demonstrated a reduced autism severity, increased average IQ, positive ratings of social behaviors by parents, similar levels of social interaction to typically developing peers, and greater participation in general education classes (Rafferty, Piscitelli, & Boettcher, 2003).	- According the The Early Childhood Research Institute on Inclusion, parents of children without disabilities participating in inclusive programs report positive changes in their children's confidence, self-esteem, and understanding of diversity (ECRII) - Children gain opportunities to learn many new skills, values, and attitudes related to human differences , including learning how to be friends with people who are different from themselves and to assist classmates who may be experiencing difficulty (Idol, 2006). - Typically developing children make similar developmental gains in regular and inclusive preschools (Odom, DeKlyen, & Jenkins, 1984, Strain and Bovey, 2001).

https://www.colorado.edu/slhs/2015/09/16/advantages-inclusive-preschool-typical-children

What is your need?

Why is this a need...

- Data
- Demographics
- Gaps in service
- Underserved populations
- Waitlists
- Equity

Funding...

Start-up costs:
- Capital improvements
- Curriculum
- Training for all staff etc...
- Supplies and furniture

Sustainable funding streams:
- Parent tuition
- Grants
- Fundraising
- General funds from each partner
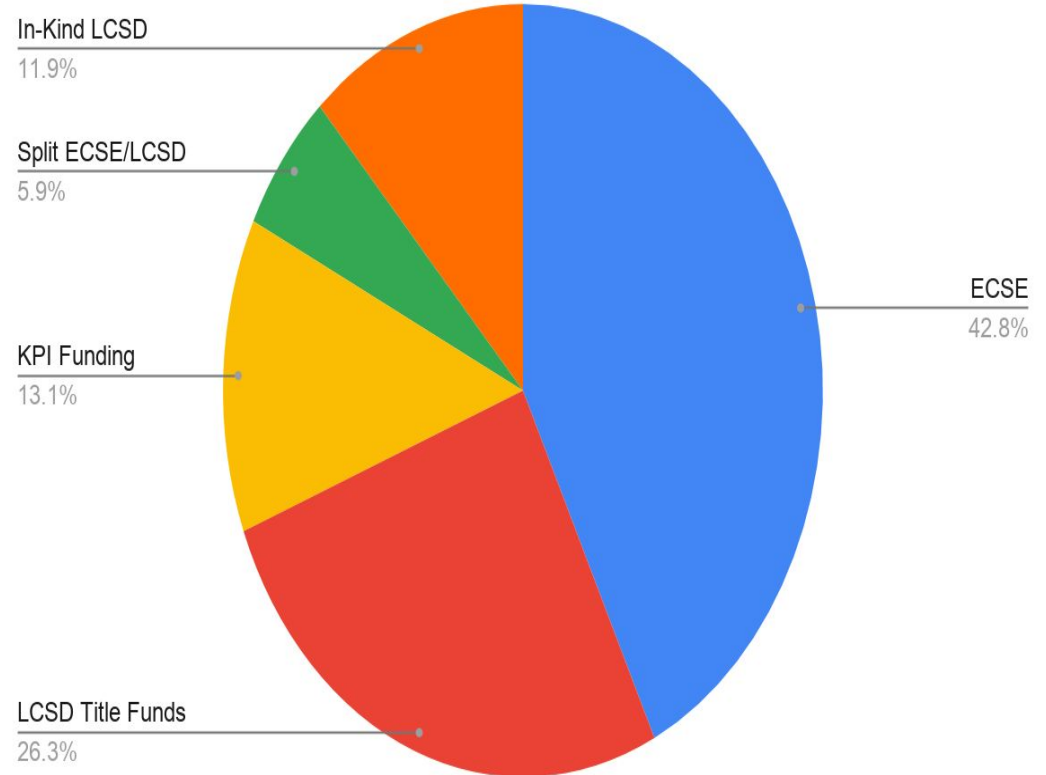- Title/Federal funds
- Community outreach

Space…

- Who has capacity?
    - Is it affordable?
- Long term or short term space
- Indoor and outdoor spaces
- Modifications for the age group and for certification
    - bathrooms, sinks, etc…
    - certification requirements

Annual Budget...

Description	Cost	Funding Source
ECSE Licensed Specialist .25 FTE	$25,000	Early Childhood Special Education
ECSE Aide .25 FTE	$11,091	Early Childhood Special Education
LCSD Aide .5 FTE	$22,182	Program Income
LCSD Aide .25 FTE	$11,091	Other Grant funding- LIFT grants
Supplies	$5,000	Split between ECSE & LCSD
Classroom Space	$10,000	LCSD- HSS funds support start-up costs
Total	$84,364	

In-Kind LCSD 11.9%
Split ECSE/LCSD 5.9%
KPI Funding 13.1%
LCSD Title Funds 26.3%
ECSE 42.8%

Funding?

Funding...

Start-up costs-
- Capital improvements
- Curriculum
- Training for all staff etc...
- Supplies and furniture

Sustainable funding streams-
- Parent tuition
- Ongoing funding streams-grants, local funding
- Fundraising
- General funds- program funds
- Title/Federal funds
- Community outreach

Program Design...

- Who will be the lead agency?
- Think about pros and cons of each and be intentional about how you want your program to operate.
  - Each agency has their own requirements, be thoughtful about which is the best fit to be the lead.
  - Are you going to be licensed/certified or operate as exempt?
- What will you offer?
  - Half day or full day?
  - How many days per week?
  - Extended hours?

Program Staffing...

- Shared staffing
- Who supervises the staff?
- Built in time for professional development/collaboration
- Will you use certified staff, classified staff, or both?
  - This will depend on your lead agency's requirements
- Do you have these positions currently or do you need to add them?
  - Union considerations
  - HR involvement

LCSD Certified/ECSE Specialist Assignments:

Half Day Preschool Program	Session A		Session B		No preschool
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
ECSE Specialist	Preschool Inclusion Lab	Preschool Inclusion Lab	Instruction at other ECSE sites	Instruction at other ECSE sites	Team Meetings IFSP Meetings Prep Professional Development
LCSD Certified Teacher & High School students	High school child development instruction	High school child development instruction	Preschool Inclusion Lab	Preschool Inclusion Lab	Team Meetings IFSP Meetings Prep Professional Development
Preschool Support Staff	LCSD Aide ECSE Aide	LCSD Aide ECSE Aide	LCSD Aide LIFT Aide	LCSD Aide LIFT Aide	Team Meetings IFSP Meetings Prep Professional Development

Program Enrollment...

- Enrollment/Application process
- Meeting all of your program requirements
- Parent tuition:
    - What costs do you need to cover with tuition?
    - Do you need a sliding scale? What will the eligibility requirements be for reduced tuition?

Shared enrollment…

https://lincoln.k12.or.us/media/2018/05/Registration-Form-LCSD-ECSE-joint-preschool-19-20.pdf
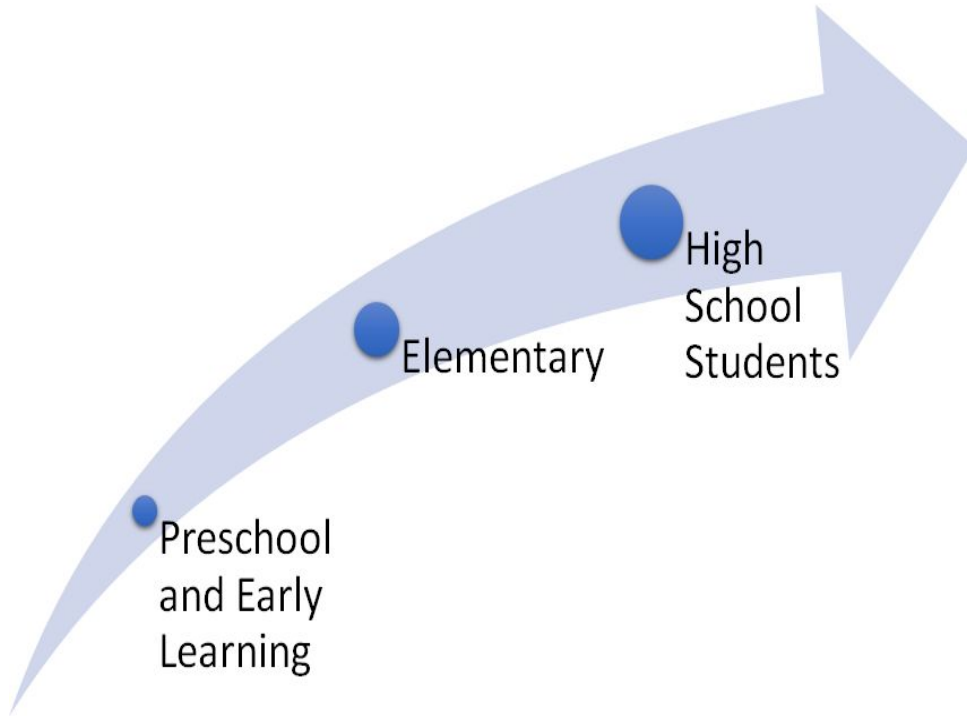
How will you design your program?

Program Design...

- Are you going to be licensed/certified or operate as exempt?
- Think about pros and cons of each and be intentional about how you want your program to operate.
  - Each agency has their own requirements, be thoughtful about which is the best fit to be the lead.
- What will you offer?
  - Half day or full day?
  - How many days per week?
  - Extended hours?
- Staff
- Enrollment

Curriculum…

- Lesson planning
- Shared and collaborative
- What curriculum will you use?
- Do some of your partners have a required curriculum

Curriculum to Create High Quality Learning Environments...

- Early Childhood Positive Behavior Interventions and Supports (EC PBIS)
- Collaborative Problem Solving (CPS)
- Conscious Discipline
- Second Step
- Creative Curriculum
- Zoo Phonics
- Handwriting without tears

Curriculum?

Curriculum...

- Lesson planning
- Shared and collaborative
- What curriculum will you use?
- Do some of your partners have a required curriculum

Other Considerations...

- Nurses/medical protocols
- Where you fit in the building- Best place to be?
- What are each partner's board or supervisor's expectations and/or goals for the program?
- How will you address issues that arise?

Additional benefits...

- HR recruitment and retention
- Increase of spots for preschool children
- Homeless students and families
- High School Special Education Students
- Community support/buy-in
- Future Parenting Skills
- Growing our own educators

What is your goal...

- Start small define your vision and then grow out
- Define where you would like to be in 5 years, 10 years, 15 years
- Set-up meetings with decision makers
- Seek support from stakeholders
- Map out potential budget and what funding resources that may be available

Contact Information...

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